

# Eureka Math *A Story of Units*

## Third Grade – Module 6

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Materials based on Eureka Math Version 3.



## Module Assessment Overview

### Purpose of Assessments

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

### Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- These tasks should not be preceded by review of similar problems.

### Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

- 4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.
- 3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year.
- 2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.
- 1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.**

#### General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Third Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

#### Module 6 Grading Guidance:

- Standard 3.MD.3 will not be assessed again after Module 6. Standard 3.MD.4 will be taught and assessed again in Module 7. (See checklist on page 3.)

## Grade 3 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 6.** Note that standards included in major clusters are followed by an asterisk (\*). Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 3 MODULES						
		1	2	3	4	5	6	7
3.OA	1*	X						
	2*	X						
	3*	X		X				
	4*	X		X				
	5*	X		X				
	6*	X						
	7*	X	X	X				
	8*	X		X				
	9*			X				
3.NBT	1		X					
	2		X					
	3			X				
3.NF	1*					X		
	2a*					X		
	2b*					X		
	3a*					X		
	3b*					X		
	3c*					X		
	3d*					X		
3.MD	1*		X					
	2*		X					
	3						X	
	4						X	X
	5a*				X			
	5b*				X			
	6*				X			
	7a*				X			
	7b*				X			
	7c*				X			
	7d*				X			
	8							X
3.G	1							X
	2					X		

**Third Grade Module 6: End-of-Module Assessment Task Score Sheet****A Progression of Learning**

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

**Score Key: A Progression of Learning**

Little or no evidence of reasoning with an incorrect answer.  (1 Point)	Evidence of some reasoning with an incorrect answer.  (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points)	Evidence of solid reasoning with a correct answer.  (4 Points)
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	Module 6: End-of-Module Assessment					
	Domain				Standards	
Question	Measurement and Data				3.MD.3	3.MD.4
1	1	2	3	4	X	
2	1	2	3	4	X	
3	1	2	3	4		X
4	1	2	3	4		X

Domain Score	Measurement and Data	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Third Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–B) Clusters and Standards Addressed	
<b>Represent and interpret data.</b>	
<b>3MD.3</b>	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>
<b>3.MD.4</b>	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

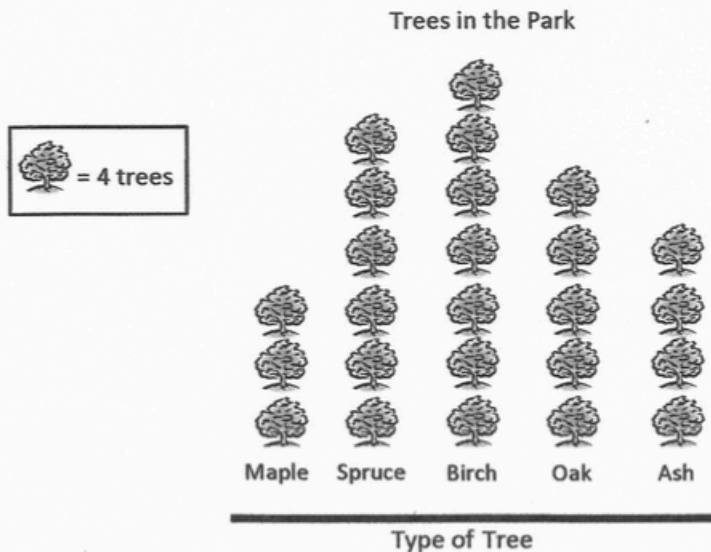
## Third Grade Module 6: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer.  (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer.  (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points)
1  3.MD.3	The student correctly answers 0-1 parts.	The student correctly answers 2 part.	The student correctly answers 3 parts.	The student correctly answers 4 of the four parts. (See below.)
	a. Creates a bar graph with (1) a scale of 4, (2) title, vertical, and horizontal (bar) labels, and (3) accurate bars b. (4) Finds that there are 4 more maple and oak trees than birch trees.			
2  3.MD.3	The student correctly answers 0-1 parts.	The student correctly answers 2 part.	The student correctly answers 3 parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) Calculates 18 marigolds. b. Creates a picture graph with (2) an appropriate scale and picture (3) labels, and (4) accurate representation of the data from the table.			
3  3.MD.4	Student correctly answers 0-1 of the four parts.	Student correctly answers 2 of the four parts.	Student correctly answers 3 of the four parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) Finds 18 sunflowers in Fred's backyard and (2) provides sound reasoning to support the answer. b. (3) Lists 19 1/4, 19 3/4, and 20 1/2 (4) in order.			
4  3.MD.4	The student correctly answers 0-1 of the five parts.	The student correctly answers 2-3 of the five parts.	The student correctly answers 4 of the five parts.	The student correctly answers 5 of the five parts. (See below.)
	a. Creates a line plot with (1) an appropriate scale, (2) title and horizontal label, (3) accurate data display, and (4) sound reasoning for the choice of scale. b. (5) Finds 1 more shoot that measured 94 3/4 inches than 95 and 94 1/2 inches combined.			

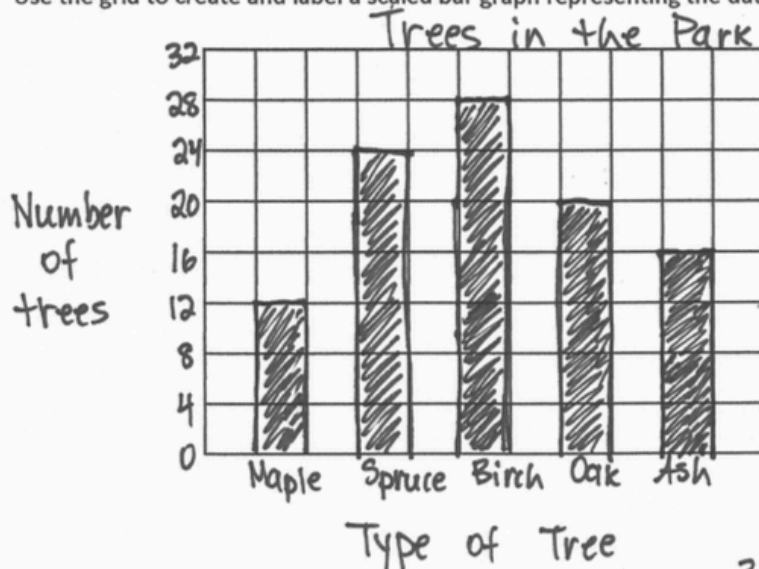
# Third Grade Module 6: End-of-Module Assessment Task Key

Name Gina Date \_\_\_\_\_

1. The picture graph below represents all the trees in the park.



- a. Use the grid to create and label a scaled bar graph representing the data in the picture graph above.



- b. How many more maple and oak trees are there than birch trees?

Handwritten work:

32 Maple and Oak

12 Maple 20 Oak  $12 + 20 = 32$

28 Birch ?  $32 - 28 = 4$

There are 4 more Maple and Oak than Birch trees.

## Third Grade Module 6: End-of-Module Assessment Task Key (continued)


2. The table below shows the number of flowers that were planted by the science club.
- a. Complete the table by filling in the number of marigolds that were planted.

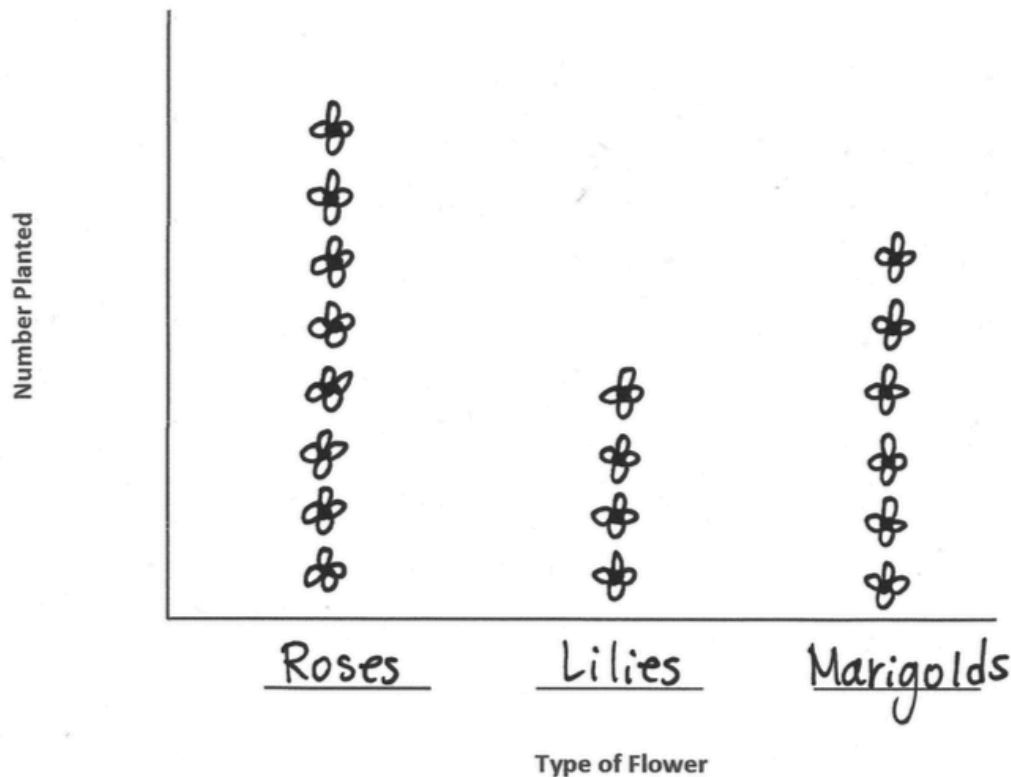
Flowers Planted by Science Club	
Type of Flower	Number Planted
Roses	24
Lilies	12
Marigolds	<u>18</u>
TOTAL Flowers Planted:	54

$$54 - 36 = 18$$

Handwritten calculation showing 54 minus 36 equals 18, with a circled 18 and a 4 below it.

- b. Use the lines below to create and label a picture graph using the data in the table. Determine a picture and scale to represent the number of each type of flower.

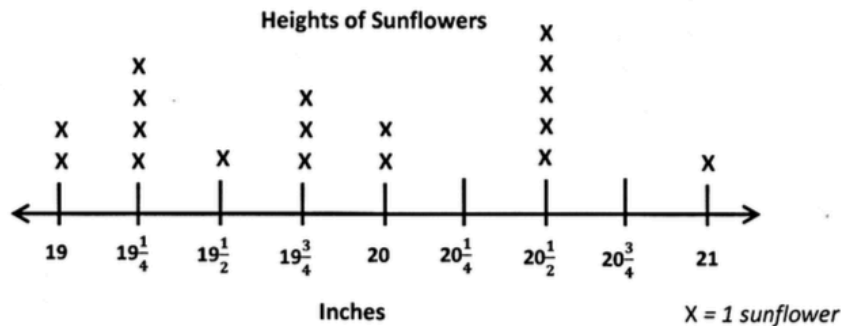
 = 3 flowers





### Third Grade Module 6: End-of-Module Assessment Task Key (continued)

3. Fred measures the heights of all the sunflowers in his backyard. His measurements in inches are shown on the line plot below.



- a. How many sunflowers are in Fred's backyard? Explain how you know.

There are 18 sunflowers in Fred's backyard. Each X represents 1 sunflower, so I found the total number of sunflowers by counting all of the X's.

- b. What are the three most frequent measurements on the line plot? Write them in order from shortest, to longest.

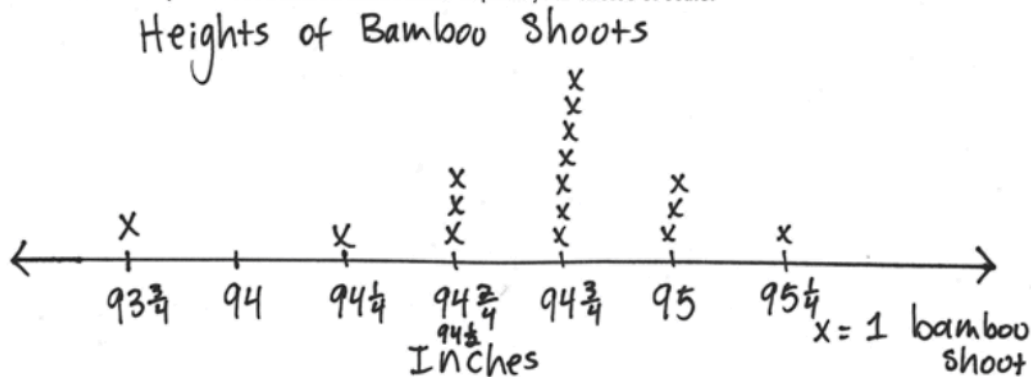
The 3 most frequent measurements on the line plot from shortest to longest are  $19\frac{1}{4}$  inches,  $19\frac{3}{4}$  inches, and  $20\frac{1}{2}$  inches.

## Third Grade Module 6: End-of-Module Assessment Task Key (continued)

4. Carol measures 16 bamboo shoots. Her measurements are recorded in the table below.

Heights of Bamboo Shoots (in Inches)			
$94\frac{1}{2}$ ✓	$94\frac{1}{4}$ ✓	$93\frac{3}{4}$ ✓	$94\frac{3}{4}$ ✓
$94\frac{3}{4}$ ✓	95 ✓	$94\frac{3}{4}$ ✓	$95\frac{1}{4}$ ✓
$94\frac{1}{2}$ ✓	$94\frac{3}{4}$ ✓	$94\frac{3}{4}$ ✓	$94\frac{1}{2}$ ✓
95 ✓	$94\frac{3}{4}$ ✓	$94\frac{3}{4}$ ✓	95 ✓

- a. Make a line plot of the bamboo shoot data. Explain your choice of scale.



I used fourths of an inch for my scale because I looked at all of the heights and saw that fourths of an inch was the smallest unit.

- b. How many more bamboo shoots measured  $94\frac{3}{4}$  inches than both 95 and  $94\frac{1}{2}$  inches combined?

$$94\frac{3}{4}: 7 \text{ shoots}$$

$$95 + 94\frac{1}{2}: 3 + 3 = 6$$

1 more bamboo shoot measured  $94\frac{3}{4}$  inches than 95 and  $94\frac{1}{2}$  inches combined.